



Written Programs & Daily Routines Policy

Policy Statement:

Pennant Hills Before and After School Care Service is committed to delivering high-quality, child-centred programs that are stimulating, engaging, and responsive to the developmental, cultural, and individual needs of all children. Our programs aim to foster learning, wellbeing, and personal growth through a balanced combination of play, leisure, structured activities, and, where appropriate, homework support.

This policy applies to all educators, staff, volunteers, and management involved in the planning, implementation, and evaluation of programs across school-term before and after school care and vacation care. It guides all aspects of program development and daily routines to ensure alignment with the Education and Care Services National Law and Regulations, the My Time, Our Place Framework, and the National Quality Standard.

Considerations:

- Education and Care Services National Regulations
 - Regulation 56 - Educational program information to be displayed
 - Regulation 73-76 - Programming documentation
 - Regulation 113 - Outdoor space
 - Regulation 118 - Educational leader
 - Regulation 123 - Educator to child ratios
 - Regulation 155 - Interactions with children
- Education and Care Services National Law
 - Section 168: Offence relating to required programs 168
 - Section 175: Offence relating to requirement to keep enrolment and other documents
 - Section 295: False or misleading information or documents
- National Quality Standard
 - 1.1.1: Approved learning framework
 - 1.2.1: Intentional teaching
 - 1.2.2 Responsive teaching and scaffolding
 - 2.1.3: Healthy lifestyle
 - 4.1.1: Organisation of educators
 - 4.2.2: Professional standards
 - 7.1.1: Service philosophy and purpose
 - 7.2.1: Continuous improvement
- My Time, Our Place - Framework for School Age Care
- United Nations Convention on the Rights of the Child (UNCRC)

Policy:

Programming Philosophy:

The programs for before and after school care and vacation care are child-centered and designed to reflect the individual interests, abilities and developmental stages of all children. They aim to be flexible while promoting the importance of creativity, leisure, and exploration as essential components of children's development. Our program is guided by the Educational Leader, informed by the service philosophy, and implemented by our educators. Programming aims to encourage independence, self-expression, social skills, and responsible behaviour, while fostering friendships and cooperative engagement among peers. Educators actively participate in children's learning and play, supporting skill development, and encouraging children to try new experiences.

Programs balance structured and unstructured activities, providing opportunities for indoor and outdoor play, quiet reflection, and active engagement. They are designed to be stimulating, interesting, and exciting, offering children opportunities to explore and develop new skills, while maintaining flexibility to respond to individual needs and preferences.

Daily Routines:

Daily routines are thoughtfully structured around key events such as arrival, meals, school attendance, homework, afternoon tea and departure, but are flexible enough to respond to children's changing needs, interests and seasonal conditions. The routines provide a combination of play-based and leisure experiences, structured learning opportunities, and, where relevant, homework support. The daily schedule is recorded and displayed for staff, children, and parents to ensure clarity and consistency, while leaving room for spontaneity and enjoyment.

The routines are designed to support children's social, emotional, intellectual, creative, and physical development. Educators regularly review routines to ensure they remain relevant and responsive to children's evolving interests and needs.

Vacation Care - Special Experiences and Excursions:

Programs may include special experiences and excursions to enhance learning, exploration and social development. These activities are planned with children's interests and developmental stages in mind, and staffing levels are maintained in accordance with regulatory requirements. For more information on excursions, please see our Excursions & Transportation Policy.

Program Governance & Considerations:

Program planning, implementation and evaluation are guided by legislative and regulatory frameworks, as well as best practice in child development and care. Staff are responsible for documenting and evaluating program effectiveness, ensuring programs meet the social, emotional,

intellectual, creative and physical needs of children and families. Continuous professional development is encouraged to strengthen staff capacity in program planning, child development, and leisure activities.

The service actively engages families, considering their feedback, suggestions, and expectations in the design and implementation of programs. For more information on risk-benefit assessments and supervision, please see our Supervision Policy.

Program Evaluation & Planning Cycle:

Programs are evaluated on an ongoing basis to ensure they continue to meet children’s needs. Evaluations are documented and shared with staff and families, and feedback from children and families is incorporated into future program planning. This continuous cycle of assessment, reflection, and adaptation supports the delivery of high-quality education and care that fosters wellbeing, belonging, and meaningful engagement.

Version	Action	Date
V.1	Original endorsement	25 th of September 2020
V.2	Major Changes Version Control added Written program Policy and Daily Routine combine in one The Program Policy	30 th of June 2025
V.2.1	Structural changes, references to procedures in other policies, formatting changes	5 th of February 2025
V.2.1	Approval by PMC	30 th March 2026